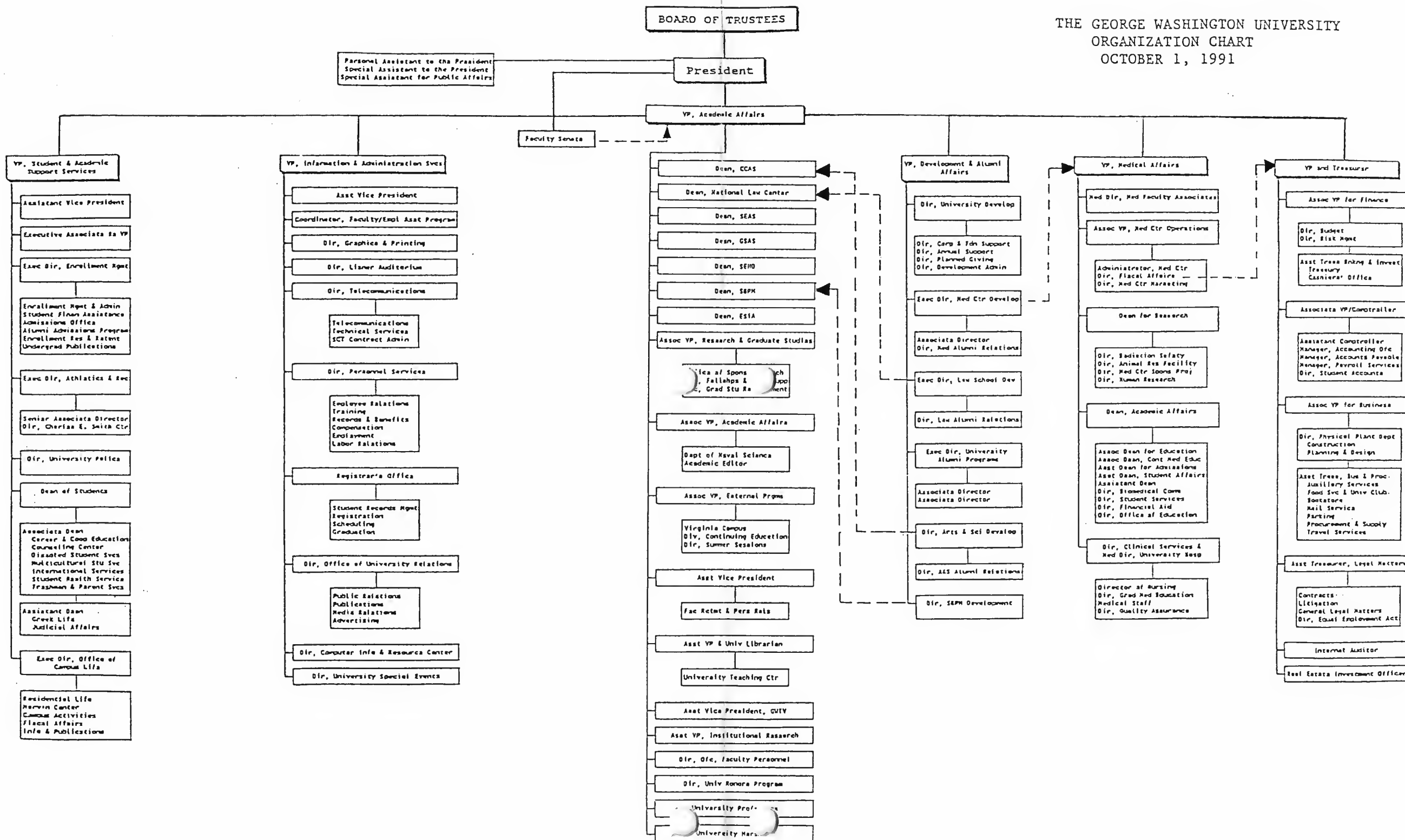


THE GEORGE WASHINGTON UNIVERSITY  
ORGANIZATION CHART  
OCTOBER 1, 1991



THE GEORGE WASHINGTON UNIVERSITY  
Washington, DC

MINUTES OF A REGULAR MEETING  
OF THE FACULTY SENATE HELD ON  
NOVEMBER 8, 1991, IN LISNER HALL  
ROOM 603

The meeting was called to order by President Trachtenberg at 2:15 p.m.

Present: President Trachtenberg, Vice President French, Parliamentarian Schechter, Belknap, Burdetsky, Divita, East, Garris, Gilmore, Griffith, Gupta, Harrington, Hill, Keimowitz, Maddox, Mahmood, Miller, Park, Parke, Pock, D. Robinson, L. Robinson, Schiff, Silber, S. Smith, Smythe, Vontress, and Wirtz

Absent: Registrar Gaglione, Carson, Felts, Friedenthal, Giordano, Holmes, Kenny, Morgan, and P. Smith

APPROVAL OF MINUTES

The minutes of the regular meeting of October 11, 1991, were approved as distributed.

INTRODUCTION OF RESOLUTIONS

Professor Hill, Chair of the Appointment, Salary and Promotion Policies Committee, distributed copies of two resolutions still in committee for consideration by the Senate at a later time. The first resolution entitled "A Resolution to Establish School-Wide Personnel Committees" will be accompanied by an explanatory report at the time it is placed on the Senate's agenda. The second resolution entitled "A Resolution to Recognize the Status of Joint Appointments in the Faculty Code" will also be accompanied by an explanatory report, together with a recommended set of guidelines for joint appointments, when it is placed on the Senate's agenda. Professor Hill said the reason he was distributing copies of these resolutions now was to invite responses from Senate members which would be helpful to the ASPP Committee.

Professor Griffith pointed out that normally resolutions introduced in this manner are referred by the Executive Committee to appropriate Senate Committees. Since these two resolutions are still in committee, he said that this is considered a referral.

SPECIAL REPORT OF THE FACULTY SENATE RESEARCH COMMITTEE ENTITLED "RESEARCH AT GW: CONSTRAINTS AND INCENTIVES"

Professor Harrington, Chair, Research Committee, noted that this report was prepared by the Research Committee last year under the leadership of the then Chair, Professor Berman, who is

presently on sabbatical leave in Los Alamos. Professor Harrington said it seemed to him that universities are at a crossroads--GW certainly cannot stand still and hopefully will not go backwards, but this depends upon the way GW interprets the events coming up in the next few years. He said he thought this report was a very excellent, well-produced, and carefully documented one. He then yielded the floor to Professor Garris, who, as a liaison member of the Research Committee had participated last year with preparation of this report, to lead the discussion.

Professor Garris presented a brief outline of the history of various studies made from 1985 to 1989 concerning the status of research at George Washington University. In September, 1990, the Research Committee decided to determine what progress, if any, had been made since 1985 in institutional support of research. The Committee surveyed department chairs in all schools, including the Law School and the Medical School, and the faculty of the schools. Professor Garris said that as a result of this survey an extensive amount of data was collected which indicates that there have been some major initiatives in research taken by the administration, but some major constraints still remain.

On the positive side, Professor Garris cited the following important steps taken in support of research: (1) the appointment of an Associate Vice President for Research and Graduate Studies, and the Advisory Council on Research; this is the first time the faculty has had a spokesman in the administration to speak in a proactive way for the research faculty of the University; (2) the creation of new graduate fellowships; (3) a 15% increase last year in stipends for graduate teaching assistants; (4) the availability of \$50,000 per year from the University for matching funds for equipment; (5) a policy of funding targeted research projects; the present funding level is \$310,000, which represents the first time in the history of The George Washington University that a line item is included in the University budget for research; (6) an increase in the level of funding in the University Facilitating Fund since 1985; however, in the previous three years, it has been steadily declining by roughly \$20,000 a year; and (7) the establishment of the Graduate Enrollment Management Office which enables the University to recruit excellent graduate students.

On the downside, Professor Garris said that the following perennial constraints on research still remain: (1) teaching loads for research-active faculty; relief in the way of reduced teaching loads is strongly recommended by the Research Committee if any significant progress is to be made in research at GW; (2) funds from indirect costs not targeted directly to support research activities; such funds should support the research infrastructure; (3) lack of emphasis on research within the University; research is not a "special interest" component of the University but rather the life blood of a university; (4) graduate student support; it is very difficult to attract full-time, tuition-paying, doctoral

students unless GW provides them with the support they expect and need to produce excellent research; (5) lack of incentives; in promotion and tenure decisions, research is not given sufficient importance; (6) faculty salaries; this issue is germane to both research and teaching; if faculty are not well-paid on campus, there are many opportunities in Washington, D.C., for them to increase their incomes by doing consulting work off campus; (7) summer support; there is a certain benefit to the University in helping faculty to stay on campus in the summer since research is basically a twelve-month a year operation; (8) lack of secretarial and clerical help in preparing research papers; and (9) facilities and space; it is very difficult to find lab space to initiate research activities; centralizing existing facilities might provide for wider access and better utilization, and supplying research-active faculty with their own personal computers would serve to enhance productivity.

Professor Garris said that the faculty perceptions contained in the report may or may not be valid. It could be that the faculty are not aware of the initiatives that are offered -- many faculty simply do not know about them, which, in itself, is a problem. He then congratulated and thanked the following members of the Research Committee for preparing this report: Professors Barry L. Berman, Chairman, Frank E. Baginski, Barton L. Guthrie, Donald Hawkins, Bruce M. Kramer, Ruth M. Krulfeld, John F. Lewis, Deborah C. Masters, Terence Phillips, and Christopher Sten. Professor Garris then offered to answer any questions.

Professor Griffith asked Professor Garris about the status of the Coates/Cohen/Garris Report which was to have come before the Senate today also. Professor Garris explained that Vice President Gross has appointed a Task Force to study the report, which deals with teaching loads primarily. Once they have made their recommendations, the C/C/G Report should come before the Senate, possibly in December or January.

Professor Smythe said that, in his opinion, the question of indirect costs was a very important issue. Professor Garris responded that the Research Committee had submitted to the Executive Committee last spring a resolution in support of the distribution of indirect costs from Sponsored Research Grants for research purposes. The Executive Committee returned this resolution to the Research Committee with a request for more information, and it was still under review in the Research Committee.

Professor Griffith said he thought the Senate was in debt to the Research Committee for stimulating what he considered a valuable discussion about the place of research in the University. In looking back to 1985, he said, the Report of the Commission for the Year 2000 recommended that the University ought to move towards becoming a first rank university, and apparently President Elliott

had become convinced at that point that the only way the University could advance and enhance its reputation as an academic institution was to move more in the direction of becoming more a research university. Professor Griffith said he was not at all certain that in today's climate, in which there is extensive criticism of research universities for abandoning their responsibilities of teaching, an examination of the University's mission would emerge in the same way as it did in 1985. It seemed to him that the question of whether we should be trying to make strong strides towards becoming a research university was not something that should be taken for granted. Another point to be noted, he said, is that there are presently proposals, for example, in the Coates/Cohen/Garris Report, for providing for somewhat more individualized work plans for individual faculty, which might sidestep overall teaching-load reductions. One of the matters under discussion in the Task Force on Periodic Evaluation of Continuing Faculty, he understood, is a projection of ways in which faculty might propose to allocate their time quite differently in satisfying their various professional obligations to teach, do research and publish, and provide service to the community inside and outside the University. Professor Griffith said in his view these were fundamental matters and not to be settled by administrative decisions only, but issues in the resolution of which faculty should be deeply involved.

The President then turned the Chair over to Professor Griffith in order to make the following statement:

First, I tried to demonstrate my interest in this report, and the effort which quite conspicuously went into its development, by actually sitting down and writing a short commentary (attached) which attempts to get at what seems to be the most conspicuous and most consequential issue which is the teaching load issue. If we can solve that issue, the rest become matters of technical adjustment. It seems to me we are not going to resolve the teaching load issue easily. Do we want to say that there are a hundred faculty that we would characterize as research faculty eligible for these grants? And if that is so, what we need to do is figure out who they are, identify what their present teaching loads are, identify what we want to make their teaching loads become, and estimate how we will then replace the teaching they are presently doing as they go off to do other things. That translates into a dollar number. We can have a spirited discussion here or elsewhere about the way we want to spend our money. Do we want to spend it on better salaries for adjunct faculty, building a new science building, or whatever? After everything gets through, there will never so long as we live and our children and our children's children live be enough money to do all the things we want. It is

the position of this administration that we want to spend the money that we are going to spend anyhow in ways that, in fact, make sense to the institution. We do not surrender some obligations to participate in that discussion, but concurrently our responses are to the best wisdom and advice we can get from the faculty about how the money ought to be spent. We're not off on some toot of our own. We are not obsessive about painting offices or trying to do more with health insurance. We are going to spend the money--we don't have any stockholders we have to report to--the question then is among ourselves--how do we want to spend it? Now supposing we come to the conclusion that it would take ten million dollars to do what the Research Committee recommends, or perhaps five million dollars, we need a number. Then we can take a look at all the things we have to forego in order to do that. The problem is too often, as an institution, we deal with many issues and we are never going to be able to deal with all the issues that come up.

Second, I am negatively reinforced by discovering that the perception of the faculty is that I haven't done anything after you go through the litany of good things that I have done. I think it's important that there be a realignment of perception with reality; otherwise, it's very discouraging for those of us who are obliged to deal with reality. You ought to understand that in "research universities" there is a far more Darwinian environment than we are customarily used to here. It is not uncommon that faculty who are "research faculty" are told the institution will cover 60% of your compensation and fringe benefits--you are on your own for the other 40% which has to be met--either you get a grant or you don't. Maybe the institution has a cushion under you for a year, but at some point, if you're not bringing in the soft money, you are not there, and that is a very different situation than this institution has created, which is far more nurturing and far more accommodating. We've been putting hard money behind the research that many of the faculty do with certain notable exceptions. For example, in the School of Engineering certain faculty have been buying their time down but that is a more customary circumstance than we let on and it is one that the engineering faculty regularly complain about. The question would be then--suppose I told you that you can have more time off for research but you have to buy more of it. I have a feeling there would be more resistance to that because it puts people at greater personal risk than our current situation. So,

again, it's a matter of tradeoffs. We could quite easily, relatively speaking, become a more research active university in fields that require only people, as opposed to fields that require people and equipment. Talking about research in Political Science or Sociology is very different than talking about research in Engineering or in programs that require science buildings, labs, and vast computers. I guess what I am saying is we might conclude that we want to be the leading university in half a dozen "soft fields" and be prepared to not be a research university in a whole variety of other fields geared to the hearts of some faculty. You have got to be prepared to disaggregate what we are talking about.

Lastly, there has been increasing testimony before Congressional committees which suggests "Congressional displeasure" with the reallocation of overhead moneys back to the principal investigators. The Congressional people are essentially saying that if the universities don't need the money, why are we paying it to them? A lot of the reallocation of overhead money back to principal investigators takes place in two kinds of institutions--those with large endowments that can functionally afford to carry the overhead out of endowment dollars and then give the dollars back as an incentive to the faculty to do more research--and state universities which are trying to make a quick reputation for themselves by covering the overhead out of state dollars and keeping the federal or foundation dollars for re-investment back to their departments. I have no quarrel with any of that elsewhere. Our problem here essentially is that our endowment will not permit us to pay overhead costs with endowment funds. I do not believe that it could be demonstrated that our overhead income exceeds our overhead costs. You seem to be saying that the University is somehow profiteering on the researchers, but I would be interested to see further commentary on that point.

[NOTE: Please see attached subsequent addendum from President Trachtenberg re: Special Report of the Senate Research Committee.]

Professor Garris pointed out that returning all of the money for indirect costs to the site where the money has been generated is not the proposed policy. According to a NSF study, at least 50% or more is used to support the university administration and overhead, but the other 50% usually goes back to the school. President Trachtenberg responded that his point is that the agencies are not giving the University more than it is spending. It is clear that

if we give some portion of it back, we've got to support the indirect costs with other dollars. The fact of the matter is that the dollars are actually being expended on light and heat and maintenance of buildings, etc., and if we don't attribute the cost to the research contract, we've got to attribute it to someplace else. What we are talking about is budget building, not a discussion of some indirect costs as opposed to other indirect costs--it's all a matter of budget costs. Professor Garris replied that the key point is the "incentive factor"--when you are in the world of sponsored research, you are in a harsh environment and you have to be an entrepreneur. If research faculty generate large amounts of money for the University and then see that money is going over to some other division, that doesn't provide much incentive for doing research. He said that he agreed with the President that not everybody should be doing research, but he thought that all faculty activity should be equally recognized, even though this report was basically about faculty who want to do more research, and the ways in which the University can provide an infrastructure to make that happen.

Professor Silber pointed out that for many years, at least in the Arts and Sciences, there was a very clear connection between doing well in the sense of doing research and doing good in the sense of getting ahead in this University--the imperative was already there. However, it seemed to him that the comments of the President were "managerial" and strongly suggest that that imperative has quite markedly changed. If that is true, he said, this is going to have a tremendous impact on younger colleagues whose welfare, to a certain extent, is guided by their senior colleagues. He said it may well be that in the 1980's and 1990's there was too much emphasis placed on research, but if the course is being changed, then the faculty must help in redefining it. President Trachtenberg responded that his assignment is to be "managerial," because he must try to bring a reality factor to the ambitions of the faculty. He said that it seemed to him that he doesn't serve the faculty well if he patronizes or indulges them in fantasies that in fact can't be paid for. There is a finite amount of time and money. One of the things that could be looked at is how time is presently allocated toward teaching responsibilities and research responsibilities, and it may be possible to go back and look at the entire enterprise and come out with a new array which responds to our commitment to students. He said that the University has been putting a little money here and there in the form of tokenism, mostly to show good faith and to suggest that our hearts are in the right place even if our wallets can't necessarily follow to a degree that the faculty would find totally satisfactory.

Further discussion followed by Professors Gupta, Griffith, Harrington, Mahmood, Silber, President Trachtenberg, and Vice President Katz.



The Chair then recognized Professor Schechter, Parliamentarian of the Senate.

Professor Schechter said that he thought it might be helpful to the Senate to know some of the things that have happened at the Law School in an endeavor that has been plainly and explicitly oriented around increasing research. He and his colleagues have had rather marked reductions in teaching loads. One colleague last spring, not on sabbatical nor on part pay, taught a single two-credit seminar, which was this law professor's full teaching load for that semester. He said that as a consequence law students who spend \$16,000 a year to attend this University are rather irate because they have limited courses to choose from. In addition, research-oriented law faculty have now obtained certain scheduling concessions so that certain three-credit courses at the Law School now meet in a single three-hour block of time. Professor Schechter said that his instinct tells him that that is educationally unsound. Of course, it is highly helpful to that particular research-oriented faculty member because it permits that individual to concentrate teaching hours in a very few number of days a week, but he thought GW's primary constituency are necessarily the students who pay tuition. He encouraged all faculty, even those who are strongly and personally committed to research, to understand that there is a tradeoff between teaching and research which has a direct impact on the people who actually pay for our salaries, and the situation at the Law School is already providing some empirical data that an excessive emphasis on research is not without cost.

Associate Vice President Gross said that it seemed to him a good university is one which has a solid, well-regarded undergraduate component and a solid well-known graduate component. In order to have the latter especially, the university has to have a significant research program. While he did not think that GW ought to ascribe to becoming an MIT, or Stanford, he thought that there were things that could be done to generate more incentives to get more research. For example, teaching loads for research-active faculty could be reduced by cutting out the duplication of courses offered. There is a finite amount of resources and it is a matter of priorities. Vice President Gross said that there are many different paths to meeting faculty career goals, and research is one of them, but looking at this as a total package, he thought GW, by enhancing its research image, along with maintaining quality teaching, could reach the goal of becoming a major player among the world's leading universities.

The discussion having concluded, Professor Griffith turned the Chair back to President Trachtenberg.

GENERAL BUSINESS

I. REPORT OF THE EXECUTIVE COMMITTEE

On behalf of the Executive Committee, Professor Griffith reported on the following items:

(1) Plans have been tentatively worked out for the December 13th Senate meeting at the Virginia campus. Vans will leave GW at 12:00 noon; lunch will be served at 12:45, followed by a brief tour of the VA campus. The Senate will convene at its regular time at 2:10, and, at the conclusion of the meeting, the vans will depart approximately at 4:00 p.m., for GW. Details concerning location for boarding vans will be sent to Senate members, plus a map for those people who plan to drive. (Professor Griffith then introduced Mr. Peter O'Reilly, Administrative Manager of the Virginia campus, the host for the December 13th Senate meeting.)

(2) The Executive Committee has deferred until November 22nd the issue of whether the terms of Senate members should be lengthened from two years to three years, as an implicit recommendation of the Self-Study Committee. Any suggestions from members of the Senate on this issue would be greatly appreciated by the Executive Committee.

(3) One of the items called for in the Report of the Self-Study Committee was the publication of a University Organization Chart. This Chart has now been prepared by the President and will be distributed with these minutes. (Organization Chart dated October 1, 1991, is enclosed.)

(4) The Faculty Assembly has now been rescheduled for January 29, 1992, at 3:30 p.m., at a place still to be determined.

(5) The Coates/Cohen/Garris Report will be placed on the Senate's agenda at a future date, depending in part on how rapidly Vice President Gross' Task Force is able to carry out its mission in providing some recommendations to accompany the Report.

(6) The Executive Committee has drafted a resolution to adjust the membership of the Senate to respond to the merger of the Schools of Arts and Sciences. The intent of the Executive Committee is to place this on the Senate's agenda for its December 13th meeting with the hope that it can be approved so that the resolution can be put before the Faculty Assembly in January, inasmuch as amendments to the Faculty Organization Plan require confirmation by the Assembly.

(7) The next meeting of the Executive Committee is Friday, November 22, 1991, to set the agenda for the December 13th Senate meeting; any items of business from Chairs of Standing Committee should be received by the Executive Committee before November 22nd.

## II. INTERIM REPORTS OF SENATE COMMITTEE CHAIRS

Professor Lilien Robinson, on behalf of Professor Schiff, Chair, Committee on Athletics and Recreation, reported that the Committee has met twice to discuss: (1) plans and progress related to the proposed new Health and Wellness Center to be constructed at 23rd Street, and to the Smith Center renovations; and (2) major legislation to be considered at the Annual NCAA Convention to be held in December.

Professor Hill, Chair, Appointment, Salary and Promotion Policies Committee, reported that the Committee met recently with Dr. Lee Smith, Director of the Faculty/Employee Assistance Program. Professor Hill asked that a description of the program, together with the names of its Advisory Committee, be distributed with the minutes. (F/EAP Program Description and Advisory Committee Membership List are attached.)

Professor Hill then gave an update on decisions pending in the Benefits Review Committee which has some joint membership with the ASPP Committee. Last week, the Benefits Review Committee reopened arguments for and against the option of permitting employees to cash out their TIAA/CREF funds. TIAA/CREF has gradually extended this option to participating institutions, but it is up to the institution to decide whether or not the option should be permitted. Last year, the Benefits Review Committee unanimously voted not to extend this option to GW employees. In January, the Medical Center Faculty Senate voted unanimously to make this option available to GW employees. When the Benefits Review Committee meets next week it will continue the discussion of the cashability option. Once it has made its recommendation, Professor Hill said, it will be reviewed by the ASPP Committee, which, in turn, will make its own recommendations on the question of cashability of TIAA/CREF funds.

Vice President Bortz pointed out that this past summer, in concurrence with a recommendation of the Benefits Review Committee, the President asked the Board of Trustees for approval to permit individuals who are terminated or who are terminally ill to cash out their TIAA/CREF funds, and the Board approved this request.

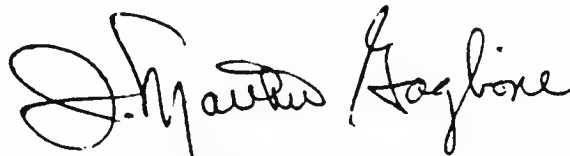
Further discussion followed by Professor Hill, President Trachtenberg, and Vice President Bortz.

BRIEF STATEMENTS (AND QUESTIONS)

Professor David Robinson, with reference to the question of post-tenure review, stated that he had with him copies of the latest issue of the Journal of Legal Education that includes a component of academic freedom concerns which should be added to the list of literature on this subject. Professor Robinson invited members to take a copy with them.

ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned by President Trachtenberg at 4:15 p.m.

A handwritten signature in black ink, reading "J. Matthew Gaglione". The signature is written in a cursive, flowing style. The first name "J. Matthew" is written in a more compact, looped script, while "Gaglione" is written with more distinct, elongated letters.

J. Matthew Gaglione  
Secretary



bcc: Faculty Senate

THE PRESIDENT

TO: Professor Barry L. Berman  
FROM: Stephen Joel Trachtenberg, President  
RE: Faculty Senate Research Committee Special Report  
DATE: November 7, 1991

Thank you for the Special Report, which will be discussed at the Faculty Senate meeting this Friday, November 8th. I'm very happy to have the report confirm, yet again, how concerned Senate members are to see GW move forward in the face of the challenges that now face American higher education -- which have forced so many universities into positions of stalemate or actual retrenchment. And it will not surprise you or the other members of the Senate to learn that I see the report as having some marked strengths, as well as some pronounced weaknesses.

But, before commenting on the report itself, I'd like to note that I'm as unhappy as the Research Committee members were at the numbers of questionnaires actually returned to the Committee by individual faculty members, department chairs and program heads. One of the major goals espoused by GW's senior administrators, including "me personally," is to raise the level of participation and identification in University affairs by all of those on our campus. We obviously have some distance still to go before this goal comes close to being realized. In the report's own words: "It is not easy to overcome long-standing attitudes; both structural and cultural changes must be made."

**And now to some specifics.**

The report raises a number of issues with regard to GW's support of significant research by its faculty members, but there is a **principal** issue that looms over all of the others: the widespread desire, among questionnaire respondents, for even more reduced teaching loads. And, the report anticipates my response to this issue when it notes, in its executive summary, "the financial constraints under which the University will labor during the next several years due to the demographics of higher education" -- to which can be added such other constraints as reduced public funding of both public and independent higher education and the generally hostile mood toward our universities and colleges that can be traced, on a daily basis, in the nationwide, as well as regional and local media.

What that means, in turn, is that a significant reduction in teaching-loads for "research-active faculty, and . . . them alone" (to quote the report again) raises a number of serious policy and procedural concerns. Among them:

1. In order to forestall a marked deterioration in faculty-student ratios -- the kind not likely to do GW much good in the competitive admissions climate of the present decade -- should we shrink the student body and tuition revenues collected? Should we hire more full-time faculty members, and increase the University's payroll accordingly -- with the inevitable fiscal drain on other parts of our over-all budget? (There would of course have to be parallel increases in University support facilities -- and/or enhanced sharing of those already in place.) Should we hire a much increased number of **part-time** faculty, and risk not only some internal budgetary readjustments, but the negative reputation that now accrues to schools in which part-timers rather than full-timers do what the American public perceives as "too much of the teaching"? Or, as we try to provide more incentives for significant research, are there any curricular or other changes we can make that (a) don't affect GW's reputation for good teaching while (b) helping us to achieve greater efficiency in the use of our existing faculty?
2. Though fiscal considerations -- the carving-up of a necessarily limited financial pie -- are the primary challenges with which we must deal, let's make certain we don't underestimate those posed by the need to decide which individual faculty members can truly be defined as "research-active." A library of more than modest size could be stocked with all of the literature ever produced -- and that includes novels, and short stories, as well as serious discursive prose -- on this difficult subject, which includes (a) the academician who after twenty or thirty years **does** produce **The Study** in his or her field of specialization, (b) the one who "talks a good book" all the way to retirement, and (c) the one of whose profuse and well-publicized research it can be said that its value is a cause of bitter intra-university, as well as profession-wide controversy. The question is: "Who will decide?" My very personal reaction is: "Only don't let it be me!"

Eyes as keen as your own will not have missed the "teaser" in the question with which I ended the next to-last paragraph. I do believe that there is a curricular readjustment that's potentially overdue at GW, that would serve many of the goals set forth by the Research Committee's report, and that I would like to conclude this memo by outlining.

Among the "cultural" norms GW has inherited from its past is the norm which mandates (a) that 40 courses are generally required for the B.A., and (b) that these are 3-credit courses normally taken at the rate of 5 courses per semester.

In their own struggles to aid faculty members in reallocating their work time -- primarily for research-oriented, but sometimes for service-oriented activities -- quite a number of other American universities have now decided that credit-hours should be divided up somewhat differently. The new norm they have adopted is the 4-credit course, with 4 such courses being taken in each semester.

Such courses typically meet for 3 hours per week, but demand of the student more extensive reading, more extensive writing, and more extensive personal involvement than now tends to be the case.

As we all know, a lot of our students are drawn to GW because of its Washington location, the opportunities that location offers for finding part-time work in government and other agencies, as well as the University programs -- cooperative education and a variety of internships -- that open doors to such career-enhancing employment opportunities. They would appear to be exactly the kinds of students likely to respond to, and benefit from, the arrangements I have just described.

The Faculty Senate has done some good work in surveying certain faculty attitudes on matters related to research -- and that's true even if the response from individual faculty members, chairpersons and program heads has been a bit on the tepid side. The question I would now pose is whether the Senate can be equally helpful in -- and the procedures a lot more foolproof for -- obtaining an answer to several related questions:

Are GW faculty and undergraduates willing to consider a shift to a 32-course B.A., with each course worth 4 credits, under the conditions -- i.e., additional reading, writing and personal involvement -- described above? Is such a "cultural" as well as substantive shift one they can accept -- especially with the understanding that the additional time thus gained will be used primarily for enhanced research of a significant kind, or, if additional research is simply not, in individual instances, appropriate or desirable, for other forms of service to their fields of specialization and/or the University and its nationwide standing?

My own estimate is that a period of concentrated activity may be needed to (a) survey the GW undergraduate students and faculty in ways that produce an impeccably trustworthy response on this important change, (b) make certain that a revised curriculum is fair to our students and (c) assure that it is academically rigorous and intellectually sound.

I myself am ready to work hard, in cooperation with GW faculty and the Faculty Senate, to see to it that additional "faculty time" is made available for an improved balance of research and teaching -- one that benefits as many individual faculty members as possible. I'm sure the other senior administrators of the University stand ready to do the same.

So, I hope we can proceed accordingly in dealing with all the fiscal and curricular variables necessarily involved in a project of such magnitude, and with the understanding that if we reshuffle one large part of GW's "total picture" then all of the others will have to shift as well.

SJT:ls  
Enclosures:

cc/Enc: Frank E. Baginski  
Barton L. Guthrie  
Donald Hawkins  
Bruce M. Kramer  
Christopher Sten

Ruth M. Krulfeld  
John F. Lewis  
Deborah C. Masters  
Terence Phillips



THE PRESIDENT

TO: Doris Trone  
Coordinator of Faculty Senate Activities

FROM: Stephen Joel Trachtenberg, President

DATE: November 19, 1991

I realized later in the afternoon of the last Faculty Senate meeting that, in addition to submitting my proposal for consideration of a four-credit, four-course curriculum, and the general remarks that I made on the topic of research, I wanted to correct for the record, one factual item in the Berman Report.

One page 31 of Professor Berman's Committee Report, under recommendation B2, there is a suggestion that \$1,000,000 of undergraduate financial aid might be reallocated to graduate student support. In the course of elaborating on this recommendation, the Committee asserts that the total for undergraduate financial aid this year is \$37 Million. I meant to correct this as a matter of information for the Faculty Senate, to say that the \$37 Million represents the sum total of all student financial aid in the current budget. Only \$22 Million of that goes for tuition remission for undergraduates, \$3 Million is funded-aid (from endowments or outside sources) for cash awards to various students, about \$3 Million is for scholarships for athletes and student leaders, a little less than \$3 Million goes to law students, and something over \$5 Million goes to the remaining graduate student population.

I think that, in addition to the above, there is the University's contribution to tuition remission which, of course, is a form of financial aid as well, although targeted at a constituency selected by virtue of their relationship with the University rather than with academic merit, or need or talent. I am following up on that because I think it needs to be kept in mind as part of our financial aid over and above our conventionally awarded financial aid. And, it comes to a considerable sum. The record should show how much it is and how it is disaggregated. I will be back to you with that data as soon as I have it in hand.

Knowing that these documents tend to be read by people outside of the Faculty Senate and used by the Faculty Senate for future studies and reports, I think it is important to have this clarified. I hope you would be willing to expand my remarks to incorporate that point.

Thank you.

SJT:ls



March 30, 1988

## FACULTY/EMPLOYEE ASSISTANCE PROGRAM

### Policies and Procedures

#### GENERAL STATEMENT

The University offers assistance through the Faculty/Employee Assistance Program to faculty members and employees who are experiencing personal problems. In many instances, these problems may be interfering with satisfactory or effective work performance, but such interference shall not be required for use of the Faculty/Employee Assistance Program. The purpose of the program is to enable individuals to overcome or cope with personal problems.

This policy identifies general considerations and responsibilities regarding the services offered and the use of the program.

#### APPLICABILITY

The Faculty/Employee Assistance Program is available to all full-time and part-time faculty and to all regular full-time and regular part-time employees who have successfully completed the Initial Employment Probation period.

#### GENERAL CONSIDERATIONS

##### Scope of the Program

The Faculty/Employee Assistance Program will assist faculty members and employees who wish to overcome or cope with personal problems. The Faculty/Employee Assistance Program's services include screening of individuals who visit the program, referrals to sources of treatment or other help (internal or external to the University and Medical Center), or in limited instances, direct counseling. Participation in the program is voluntary. Individuals experiencing personal problems may contact the program with or without referral by supervisors.

In this section and the sections that follow, the term "supervisor" means individuals who exercise supervision over other faculty, administrative staff, and employees. It includes directors, deans, department chairs, and coordinators as well as those specifically titled "supervisor." A supervisor's "referral" of a faculty member or employee to the Faculty/Employee Assistance Program means that the supervisor (1) informs the individual about the program, and (2) suggests that the individual make an appointment with the program staff.

The Faculty/Employee Assistance Program is separate from the University's disciplinary process. Thus, the Faculty/Employee Assistance Program is not intended to substitute for or be a precondition to discipline when supervisors conclude that disciplinary action is appropriate.

#### Cost of the Faculty/Employee Assistance Program

The cost of the Faculty/Employee Assistance Program services is assumed by the University and use of the services is free of charge to the faculty member or employee and supervisor. These services include the screening provided by the Faculty/Employee Assistance Program Coordinator, the coordination of referrals on behalf of the individual, and any direct counseling. The costs for services rendered outside of the Faculty/Employee Assistance Program office are the responsibility of the faculty member or employee. The cost of many such services may be covered by the individual's health insurance. The Faculty/Employee Assistance Program is oriented to provide the most cost-effective alternatives to the faculty member or employee through coordination of private and public assistance opportunities.

#### Personal Problems Covered by the Program

Personal problems covered by the Faculty/Employee Assistance Program include but are not limited to problems such as drug or alcohol abuse, marital difficulties, financial difficulties, and psychological or medical conditions.

#### Confidentiality

Information which the individual provides to the Faculty/Employee Assistance Program staff will be treated with confidentiality.

## RESPONSIBILITIES

### The Faculty/Employee Assistance Program Staff Responsibilities

The Faculty/Employee Assistance Program staff is responsible for screening faculty members and employees who visit the program and, if warranted, either (1) referring the individual to an appropriate source of treatment or other help (internal or external to the University or Medical Center), or (2) in limited instances, providing direct counseling.

The Faculty/Employee Assistance Program staff is responsible for disseminating information about the program to the University community. The staff is also responsible for orienting, training, and consulting with University supervisors concerning the program.

The Faculty/Employee Assistance Program staff may refer individuals to other appropriate University offices and/or committees, when appropriate, such as Employee Relations if the individual wishes to discuss a grievance under the University's grievance programs, or Equal Employment Activities if the individual wishes to discuss a matter related to the University's equal employment opportunity policy.

At the individual's request, the Faculty/Employee Assistance Program staff will coordinate with Employee Relations, Equal Employment Activities, or supervisors as the circumstances warrant.

### Supervisory Responsibilities

Supervisors are responsible for assessing and evaluating individual work performance and habits. Supervisors should not attempt to diagnose or make judgments concerning personal problems. In cases involving deteriorating work performance or habits, supervisors should not accuse the individual of personal problems but should concentrate on the work performance or habits. If a supervisor believes that the individual might benefit from visiting the Faculty/Employee Assistance Program, the supervisor should refer that individual to the program. An individual's use of the program or decision not to use the program should not affect disciplinary actions for poor work performance or habits.

If a supervisor has questions about whether an individual is physically or mentally handicapped and entitled to reasonable accomodation, the supervisor should seek the advice of Equal Employment Activities and/or the Office of Personnel Services.

Supervisors will allow a sufficient and reasonable amount of time away from work for individuals to visit the Faculty/Employee Assistance Program office without loss of pay, provided the absences are requested and approved in advance.

## Employee Relations Staff Responsibilities

The Employee Relations staff will support the Faculty/Employee Assistance Program by providing information on program services in Employee Relations training sessions, and when necessary, by consulting with supervisors before and during the disciplinary process. If the Employee Relations staff believes a faculty member or employee might benefit from visiting the program, the staff will inform that individual of the availability of the program and suggest that the individual make an appointment.

## Equal Employment Activities Staff Responsibilities

The Equal Employment Activities staff will support the Faculty/Employee Assistance Program by informing individuals whom it believes might benefit from visiting the program of the availability of the program and suggesting that such individuals make an appointment.

## Individual Responsibilities

Individuals are responsible for maintaining work performance and behavior standards. If personal problems interfere with maintaining satisfactory standards, those affected individuals should seek ways to resolve their problems in order to meet standards. The Faculty/Employee Assistance Program is available to provide services to those individuals.

Family problems of University faculty and employees may also require consultation with and counseling of family members.

Faculty members and employees are encouraged to contact the Faculty/Employee Assistance Program for an appointment if they wish to use the services. Individuals must request and obtain advance approval from their supervisors if they wish to be away from work to visit the program during their duty hours without loss of pay. If they wish to keep their visit confidential, they must make appointments during off-duty hours or secure approved leave.

  
APPROVED



OFFICE OF THE VICE PRESIDENT  
FOR ADMINISTRATIVE AND INFORMATION SERVICES

**1991 - 1992 F/EAP Advisory Committee**

GiGi El-Bayoumi, Department of Internal Medicine

Walter M. Bortz, Vice President, Administrative &  
Information Services

Robert F. Burch, Director, Physical Plant

Roger Chaufournier, (Chair) Senior Assistant  
Administrator, Medical Center

James Clifford, Director, Personnel Services

Vernell DeWitty, R.N., Associate Director of Nursing

Marc Hertzman, Director, Inpatient Services, Psychiatry  
& Behavioral Sciences, Medical Center

Lilien Robinson, Chair, Art Department

Teresa M. Schwartz, Associate Dean, National Law  
Center

Lee Smith, Director, Faculty/Employee Assistance  
Program

THE GEORGE WASHINGTON UNIVERSITY  
Washington, DC

The Faculty Senate

October 28, 1991

The Faculty Senate will meet on Friday, November 8, 1991,  
at 2:10 p.m., in Lisner Hall 603.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of October 11, 1991
3. Introduction of Resolutions
4. Special Report of the Faculty Senate Research Committee entitled "RESEARCH AT GW: CONSTRAINTS AND INCENTIVES"; Professor Robert J. Harrington, Chair, Research Committee (Executive Summary of Special Report is attached; full report will be distributed to Senate members only because of length.)
5. General Business:
  - (a) Report of the Executive Committee: Professor William B. Griffith, Chair
  - (b) Interim Reports of Senate Committee Chairs
6. Brief Statements (and Questions)
7. Adjournment



J. Matthew Gaglione  
Secretary

# RESEARCH AT GW: CONSTRAINTS AND INCENTIVES

Special Report of the Faculty Senate Research Committee

May, 1991

## EXECUTIVE SUMMARY

The 1990-91 Faculty Senate Research Committee has surveyed the University faculty as well as the chairs of departments and heads of programs on their perceptions of the constraints on and incentives for the conduct of scholarly research at GW. This Special Report contains the results of this survey, together with our comments, conclusions, and recommendations for present and future action.

The first three sections of this report, after a brief introduction, contain our findings as to the current administrative support for research, the perceptions of the faculty, and the perceptions of the chairs. Our recommendations, which are detailed in the fourth section, fall into five principal categories for most of the University, with a sixth for the special situation at the Medical School.

These categories are: (a) Teaching loads, where we recommend a variety of different ways to achieve substantial and badly-needed teaching-load reductions for research-active faculty; (b) Graduate-student support, where we recommend greatly increased but very cost-effective University support for graduate students, particularly doctoral students and particularly in research-active departments; (c) Sponsored and non-sponsored research, where we recommend several kinds of support that all have in common the provision of enhanced incentives for research-active faculty to do more and better research and for faculty who at present are not active in research to become so; (d) Facilities, equipment, and infrastructure, where we recommend a number of measures to effect structural changes with the goal of converting GW into a user-friendly place for researchers; and (e) Education of department chairs and program heads, where we recommend providing them with the means to encourage and foster research.

We appreciate the financial constraints under which the University will labor during the next several years due to the demographics of higher education. With this in mind, we note that many of our recommendations are revenue-neutral or relatively inexpensive, some of them requiring only that certain existing resources be reallocated, such as our most important recommendation, on reduced teaching loads. Most of the recommendations that do require significant additional resources are designed to leverage those outlays so as to increase GW's external research support.

We believe strongly that if the University has the will, it can find the means, both internally and externally, to foster and encourage scholarly research at GW to an extent never done before; and if it does, it is just possible that GW can take its place in the decades ahead among the great research universities of the country.